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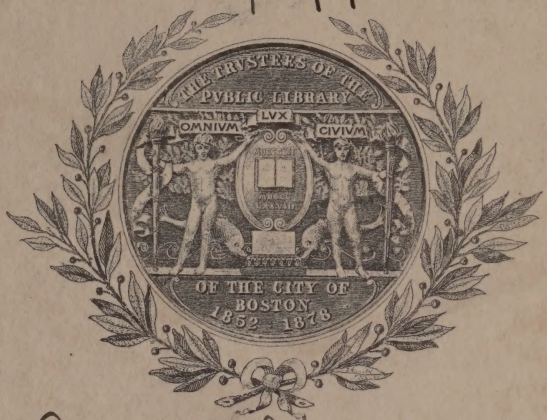

GIVEN BY
Board of Managers

ONE HUNDREDTH ANNIVERSARY

* 7579a.9

THE FARM AND TRADES SCHOOL

1814-1914

ONE HUNDREDTH ANNIVERSARY

OF THE ORGANIZATION OF

THE FARM AND TRADES SCHOOL

AT THE

*7579a.9

OLD SOUTH CHURCH

BOYLSTON AND DARTMOUTH STREETS, BOSTON

SATURDAY AFTERNOON, MARCH TWENTY-FIRST

NINETEEN HUNDRED AND FOURTEEN

AT HALF PAST THREE O'CLOCK

THE FARM AND TRADES SCHOOL PRESS

Jan. 31, 1915

BOARD OF MANAGERS

1914

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CHARLES H. BRADLEY, Superintendent

MASSACHUSETTS
INSTITUTE OF
TECHNOLOGY

WORDING OF ENGRAVED INVITATION

THE MANAGERS AND ALUMNI
of
THE FARM AND TRADES SCHOOL
request the honor of your presence
at the exercises commemorating the
ONE HUNDREDTH ANNIVERSARY
of the organization of the School
to be held at the Old South Church
Boylston and Dartmouth Streets
Saturday afternoon, March twenty-first
nineteen hundred and fourteen
at half past three o'clock

MANAGERS

ALFRED BOWDITCH

ARTHUR ADAMS	GEORGE L. DEBLOIS	CHARLES E. MASON
MELVIN O. ADAMS	MALCOLM DONALD	ROGER PIERCE
GORHAM BROOKS	THOMAS J. EVANS	RICHARD M. SALTONSTALL
I. TUCKER BURR	CHARLES T. GALLAGHER	FRANCIS SHAW
S. V. R. CROSBY	ROBERT H. GARDINER, JR.	WILLIAM S. SPAULDING
CHARLES P. CURTIS	N. PENROSE HALLOWELL	MOSES WILLIAMS, JR.
TUCKER DALAND	HENRY JACKSON, M. D.	RALPH B. WILLIAMS

THE ALUMNI ASSOCIATION

WALTER B. FOSTER MERTON P. ELLIS RICHARD BELL

CARD MAILED WITH ENGRAVED INVITATIONS

THE SPEAKERS WILL BE

THE RIGHT REV. WILLIAM LAWRENCE, D. D.,
BISHOP OF MASSACHUSETTS,

A. LAWRENCE LOWELL, LL. D.,
PRESIDENT OF HARVARD UNIVERSITY.

MR. CHARLES EVANS, OF CHICAGO,
REPRESENTING THE ALUMNI ASSOCIATION.

MR. CHARLES H. BRADLEY,
SUPERINTENDENT OF THE FARM AND TRADES SCHOOL.

EXERCISES

ANTHEM, "How Lovely are the Messengers" *Mendelssohn*

How lovely are the messengers that preach us the gospel of peace! To all the nations is gone forth the sound of their words, throughout all the lands their glad tidings.

Rom. x: 15, 18.

PRAYER, Rev. Willis H. Butler

OPENING ADDRESS, Charles P. Curtis,
Vice-President of The Farm and Trades School

ADDRESS, The Rt. Rev. William Lawrence, D. D.,
Bishop of Massachusetts

ADDRESS, A. Lawrence Lowell, LL. D.,
President of Harvard University

HYMN, "O God, our help in ages past"

ADDRESS, Mr. Charles Evans of Chicago,
representing the Alumni

ADDRESS, Mr. Charles H. Bradley,
Superintendent The Farm and Trades School

HYMN, "Awake, my soul, stretch every nerve"

BENEDICTION

PRAYER

Rev. Willis H. Butler.

Let us invoke the Divine blessing.

Almighty God, everlasting God, before whose face the generations rise and pass away, age after age the living have sought Thee and have found that of Thy faithfulness there is no end. Our fathers in their pilgrimage walked by Thy guidance. Still to us, their children, wilt Thou be the cloud by day and the fire by night. Illuminate our minds with the light of Thy spirit, that we may see all things as Thou seest. Grant that the light of Thy truth may shine more and more brilliantly upon all men everywhere, that wisdom and knowledge may be the stability of our times.

We praise Thee, O God, for all those who have lived as lights in the world in their day and generation, who have labored, into whose labor we have entered, the fruits of whose labors we are now enjoying. Grant that we may reward them by the diligence of our own service. Bless, we beseech Thee, all good schools of sound learning and of Christian education, where the precepts of Thy gospel are honored as the supreme wisdom. Grant that all those who are vested with authority as the trustees, officers and teachers, may be mindful of their responsibility as stewards of high and holy things, and may those who are privileged to learn the wondrous things out of Thy law go forth from this place of privilege better equipped for large and useful service tc their fellow men. Bless all who are striving for an education amid the hindrance of poverty and of friendlessness. Strengthen all wise agencies to further their endeavors, and grant that more and more we may set ourselves to do Thy holy will, that so our labor may count for good both now and in the days to come, that throughout the days of our earthly pilgrimage we may be sustained by a strength that is greater than our own and in the end accepted of Thee as Thy faithful servants, having done all things to Thy glory and thereby to our endless peace.

Through Jesus Christ our Lord, Amen.

OPENING ADDRESS

Vice-President Charles P. Curtis.

In the absence of the President, it is my duty as Vice-President of The Farm School, to make some accounting of the affairs of the School, and perhaps particularly in behalf of those Managers of the School who have inherited their responsibility through several generations. Our purpose is the same that it has been for many years, to educate a hundred boys at a time, to give them a home, and at the time of their graduation to give them a self-supporting occupation. We take, and we only have taken, the best of boys of good character. We try to get healthy boys, with some ability, and we make our selection from many candidates with that in view, and therefore we would welcome the assistance of the public in making those selections. We would be glad to have any boy sent to us by any person present, and we will carefully consider him as a candidate.

The School owns and occupies Thompson's Island in Boston Harbor, near South Boston. We have many farming acres, on which we teach the boys farming, and we raise incidentally a large part of the food that is used on the Island. We give the boys an education in grammar school grades, until they are equipped to go into a public high school; some have gone into the high school on graduation, and some have gone into colleges. We give them industrial courses, carpenter work, metal work, printing, and the boys do practically all the work that is done inside the buildings and on the outside. When there is a building to be built or an old building to be rebuilt the boys have done the work under the direction of a master.

The course has been from four to six years, according to the ability and the age of the boy, and when he graduates it becomes the duty of our superintendent to find him an occupation, and to follow him in his occupations until he settles down into a useful active life, and for that purpose our superintendent is an admirable man. He is more than a schoolmaster. He holds, and has held, responsible positions in many organizations. He has been the President of the Vermont

Association, a collection of Massachusetts residents who had their origin in Vermont. That position has been held, a few years ago, by the chief justice of the Supreme Court of Massachusetts and by several of the Superior Court justices. He is a director of the Massachusetts Charitable Mechanic Association on Huntington Avenue. They give us several scholarships for the education and support of boys. He is a member of the Twentieth Century Club, the Massachusetts Forestry Association, and other associations, to the membership of which he may appeal in asking for positions for the boys. For 26 years this superintendent has devoted himself to the interests of the School, and in behalf of the Managers and the School, I express our gratitude to him and Mrs. Bradley. He leaves us in the belief that the School is at the beginning of its usefulness. He will speak to you of his ambitions.

Since the foundation of the School there have been 2,269 boys educated in the School. During the administration of Mr. Bradley, 537 boys have graduated. Many now hold important business positions, but at the time they graduated it is interesting to know that 56 became clerks, 14 electricians, 78 farmers and gardeners, 144 mechanics in mills and in various capacities, 17 printers, etc.

The graduates have formed an alumni association, which takes an important part in the administration of the School. Mr. Charles Evans of Chicago represents the Alumni Association, and will speak to you today. He began his life after graduation from the School in the Boston Athenaeum, and after that he became librarian of several of the principal libraries in various cities of this country. He was a founder of the American Library Association. He is a member of the American Antiquarian Society, and an honorary member of the Library Association of the United Kingdom. He has now become one of the best known authorities on American books.

It is the School's good fortune that they will be addressed here today by the Rt. Rev. Bishop Lawrence and by the President of Harvard University, and in behalf of the School, I can assure them that we will value and carefully consider everything they may say to us, whether in approval of what the School has done or in the way of suggestion. The Right Rev. Bishop Lawrence.

ADDRESS

Right Rev. William Lawrence, D. D.

Bishop of Massachusetts

There is no more real being in the world than a real boy who speaks his mind, and it is usually a wise answer that he makes if he has a healthy mind. It was brought home to me about two weeks ago what a healthy mind boys of Thompson's Island School as a whole have, for I heard indirectly that the superintendent, Mr. Bradley, had the thought of asking me down to speak to the boys, but he thought it safe to give them a choice, and so, as the story was told to me, he asked the boys whom they would rather have down to speak to them, Bishop Lawrence or Brickley. "Brickley," was the answer. I should have had less confidence in the School if they had called the other man. I should have felt that there was an affectation in their answer. It was very real, and suggests the reality of the life at Thompson's Island.

Now, what makes that healthy mindedness? My own feeling is that it is due partly to the situation. England has become from a lethargic, a rather stolid population, now one of the most emotional populations in the world, because perhaps of its very close relation of man to man, citizen to citizen, and because of two or three generations of industrialism. At all events, the character of the English people has changed, while the population has become concentrated and while the lower forms of work have become more and more monotonous, and there naturally comes the reaction.

Thompson's Island, situated, as it is, between the horizon and a great city, is to my mind in a position best adapted for the development not only of a healthy body but of a healthy mind. The boy looking out toward the ocean and having the spray in his face catches a bit of the enterprise, the individualism and the physical courage which is associated with the sea. He catches also a breadth of view and a freshness of thought which comes from the East, and at the same time he has with him the consciousness of the great city, with its homes, its indus-

tries and its emotional life, and that combination to my mind is the best combination for the development of a modern boy, alertness, and at the same time solidity and largeness of attitude and thought. Hence we believe that the boy from Thompson's Island, simply because of the site, gains the right attitude of mind and body towards life. More than that, the training there is calculated to carry out and mature those influences of which I just spoke.

In our public school life, great in its influence, but at the same time because of its enormity moving somewhat slowly and responding somewhat carefully to the leadership of education, there is a monotony, and there must be probably a monotony of work and uniformity, and in spite of the best teachers a mechanical element, which cannot but injure the initiative power, the creative genius and the love for variety which moves in the imagination of boys and girls. It must have in spite of the best leadership those limitations. On the other hand, there are other forms of boarding schools open to the richest boys, which to my mind are in danger of just as great monotony. To my mind the enthusiasm for and the competition in athletics, team play, is liable to take out of many boys, individual characteristics and power of initiative. All those things go with a mechanical temper of mind, for if everything is concentrated on the athletic field, and the whole power of the school is through six, eight or fifteen, nine or eleven, turned in toward the development of the best nine or eleven, you have a great gain in the power of concentration but you have an enormous loss in the capacity for the development of the individual taste of the boy. On the field he has keen interests and he is developed, but because of that he is shut off from many features of nature, he is not led to walk or to study the woods or to farm or to enter into all those industries which have been the making of the men of New England. The boy in the best school, with the most expensive tuition, is unable to do chores, and the boy or the man that has not the capacity of doing chores, of adapting himself to the condition of taking up a saw or a hammer, or of handling a plow, or of knowing something of birds or butterflies or of trees, is a boy who is only one-third trained.

The boy at Thompson's Island is on the athletic field, but at the same time, through the influences that are about him there, through the sail-boat and the motor-boat, through the farm, through the buildings, through all the mechanical devises on the Island, the boy is developed, his eye is developed, the use of his hand is developed, all his muscles are developed, he becomes alert, and he becomes what we associate with the thought of the American boy, an American boy with initiative, with the capacity to stand on his own feet, who can be kicked into the center of the country, whether it be in the Ohio valley or the Mississippi or on the Rocky Mountains, who can be kicked out there and landed there, and who can make his way because he has been trained in an independent way to make his way, and he can turn his hand to his job.

There, I believe, in these considerations, are some of the elements of strength in the site and the system at Thompson's Island, and my last word is this: We have come here with the idea that we are considering how much good Thompson's Island has been doing to the boys and to the greater number of graduates of the School, and one of the best influences has been the interest that the gentlemen have given throughout this century to the government of the School, and especially to the personal character of the boys. It is a great thing for those boys, as we read the list of the patrons of the school, to have come into touch with those men during these past generations. But the final point that I want to make is that I am not sure that the men, the gentlemen of Boston, bankers or lawyers or whatever they may be, are not getting fully as much good from their relations with the boys if they go down to Thompson's Island and get into touch with the boys, as they ought to, as the boys are getting from them. No man can continue to keep the normal mind of a boy unless when he is thirty or fifty or eighty he keeps in close touch with real boys. May I commend Thompson's School to you, not for the education of the boys, but for the education of the patrons?

ADDRESS

A. Lawrence Lowell, LL. D.,
President of Harvard University

In Rome one of the matters which worried those who controlled the commonwealth was having a sufficiently large number of citizens, and in one of the countries of modern Europe a law was passed a few years ago that the state would educate at its own expense the seventh child in any family; but, after all, the fact that the mother has seven children, or seven sons, is by no means the important thing. The important question is whether that mother brings up those seven sons to be worthy citizens of the community and to take their part in the work, in the duties and in the hardship of life about us. We are met today to celebrate the one hundredth birthday of a mother, a mother who has turned out not seven good citizens but many hundreds of times seven good citizens. She is one hundred years old. Her sons have gone forth, done their work in this community, passed away and died, and she is still bringing up at her knees and sending out men of the same strength as those that have gone before. She has a hundred of her children round her knees all the time, and sends them out into the world, and among those men have been many strong, vigorous persons, who have carried light into our community.

I remember very well one of my early recollections was hearing my father tell me of how he first on leaving college went into business. He went into a house which dealt with India; it was in the old East Indian trade, and the senior partner of that house, as he always told me, was bred at The Farm School; he was a Farm School boy. Throughout my father's life he always spoke with the greatest reverence and affection of that man with whom he had first learned the rudiments of business.

We live today in this community of Boston, whose most important industry is education. We have schools of many kinds. We have many institutions of higher learning within a few miles of the State House. We have thousands upon thousands of students about

us, and we are studying problems which are more difficult, perhaps, than those that confront any other kind of industry. Education at the present day in this country, and more or less throughout the world, is in a state of confusion, a chaos, because we are seeking contradictory aims, which we are unable to reconcile. We are trying to fit boys for contradictory occupations, and we have by no means settled how we shall fit them for any one of them. We are continually setting up schools to make farmers, and when we have made the farmer, we ask that he shall be just as well fitted to go into business as into farming. We set up a school for men who are going into business, a commercial school, and when we have fitted that boy for business, we ask that he should be just as well fitted for going into engineering if at the last moment he prefers to do so. We set up a school for engineers, and we ask when a boy has got through the Mechanic Arts, or whatever it may be, School, that he shall be just as well fittted to prepare himself for the practice of law or medicine as if he had gone through a school for that purpose. We are continually working with contradictory aims in front of us, and the result is that we more or less ruin every educational institution on which we place our hands. Of course in an education some compromise of aim is necessary. We cannot, if we would, keep one aim alone before us, but we make those compromises unintelligently, to the detriment of the educational system that we have under our hand. It is a pleasure to turn, therefore, to a school like this, which has very clearly before its mind what it sets out to do and has had behind it the experience of a century in doing it and has at its head at present a man who has studied the problems that it has before it and has set himself with intelligence, with imagination and with foresight, to try to solve them.

There is one thing about this School which is to me extremely interesting. It is the fact that it is on Thompson's Island. I remember very well years ago a friend of mine saying to me that the great difficulty of education of boys in a city, as compared with the old education that our fathers got in the country, was that a boy never learned the facts that a boy ought to learn. The boy brought up in the city has a tendency to think that everything can be done if one is clever enough, that if one is only a smart enough boy he can accomplish any result, whether according to, or contrary to the laws of nature; whereas the boy

who is brought up on the farm very soon learns that there are certain laws of nature which cannot be changed, and that if he chooses to work against those laws of nature he will be inevitably checkmated, if he tries to make a bow and arrow out of pine wood he will find it will break and that the arrow will not be shot. If he tries to work against any law of nature he will very soon find that before he gets any distance he must learn to accommodate himself to the facts that surround him. In other words, he will learn the inexorable finality of fact. Now, here we have a school placed on an island of 150 acres, in which the boys are brought up to deal with that farm and to deal with the buildings on that farm in a way which gives them something of what our ancestors got when they were brought up in the country. Of course to a great extent we devise substitutes for that in the city. We devise a system of sloyd for teaching the hand—yes, and it is admirable for teaching the hand—and it is a great advance, and it imparts to the school the dexterity, the manual training, which is necessary, but it does not bring the same inexorable sense of fact that you will get by working directly with nature. You have that here in this School upon the Island in a way that no other school that I know in the vicinity of Boston, or indeed within the limits of any great city, has it at the present time.

This School, let us say this mother, is a hundred years old, but she is as young as she ever was. We never with individuals can celebrate the birthday of one who is growing old and has a long history behind him without a certain sense of melancholy that there is a loss of force and an end of time, but the pleasure of greeting any institution is that far from being older she is stronger by the very fact of her long tradition, and she is more youthful and more vigorous every year that she lives, and she is turning out, as she always has turned out, men who are woven into the very fabric of our nation, men of whom she can well be proud. If I had here before me the students of that School, and I see that they are here, I would say to them: Think upon the men that have gone before you. You probably know a little of their history, but if you would study their history you would see a history often with painful struggle, but you would see a history of success, of power, of obstacles overcome, of contributions to the citizenship of our country, of which you may be well proud as children of the same mother, and it is given to you today to do the same if you choose to do it.

HYMN

O, God, our Help in Ages Past.

O God, our help in ages past,
Our hope for years to come,
Our shelter from the stormy blast
And our eternal home:

Under the shadow of Thy throne
Thy saints have dwelt secure:
Sufficient is Thine arm alone,
And our defense is sure.

Before the hills in order stood,
Or earth received her frame,
From everlasting Thou art God,
To endless years the same.

O God, our help in ages past,
Our hope for years to come,
Be Thou our guide while life shall last,
And our eternal home.

ADDRESS

Mr Charles S. Evans,

representing the Alumni Association.

Mr. Curtis and Gentlemen of the Board of Managers of The Farm and Trades School, Ladies and Gentlemen: There is an old view of Boston, apparently representing its appearance near the close of the seventeenth century, which pictures the town as a group of houses, clustered around the old North Church, the church of the Mathers, nestling at the foot of the three hills. The only other houses outside of the town shown upon the print are the house of Samuel Mavrik on Noddle's Island, afterwards East Boston, and a house on Thompson's Island, the Island of Trevore. If the artist's perspective is correct, the largest and most pretentious mansion in New England at this time was the manor house of David Thompson on Thompson's Island, then occupied by his widow and her son, David John Thompson. Fifty-five years ago, when I was a Farm School boy the outlines of the foundations of this house could still be traced in the long grass growing over it. The well to which boyish fancy credited untold depth, was pointed out as a spot to be avoided, and the building-stone flagstones, which led from the house to the beach could still be seen, half buried in the earth. A short distance from the house stood the blackened, weather-beaten framework of the barn, roofless, nearly boardless. Its rough-hewn oak timbers stood as they had stood for over a hundred years, a grim reminder of the sturdy manner in which our forefathers built it. Between the house and the barn lay all that remained of the orchard, which then consisted of the fallen trunks and the stems of half a dozen apple-trees, probably the oldest apple-trees in New England, if not in this western world.

The reason why this scene is recalled at this time is that it seems to connect The Farm School, now the most famous school on a charity foundation in the United States, with the great schools of England on charity foundations, with the Charter School, founded just 300 years ago, which gave to England, Creshore and Lovelace, Isaac Barrow and

John Wesley, Sir William Blackstone and Chief Justice Ellenborough, Thirlwall and Grote, Addison, Steele, Thackeray, and the great Indian soldier, General Havelock, and with that other famous school, the Bluecoat School, or Christ's Hospital, whose pupils, up to its removal in 1902, could still be seen on the streets of London, bareheaded, clad in long blue coats, knee-breeches and yellow stockings, just as they had appeared there every day for nearly 400 years. Bishop Middleton of Calcutta, himself a graduate, called this School, which has given to England a Camden, a Stillingfleet a Samuel Richardson, a Coleridge, a Charles Lamb, a Leigh Hunt and a Sir Henry Sumner Mayne, the noblest institution in the world. Others have spoken of it as the nursery of tradesmen, of merchants, of naval officers and of scholars. Kings, queens and nobles, great divines and men eminent in every walk of life have honored these schools with their patronage. It is perhaps too early yet for The Farm School to have enriched the annals of this country with any name destined to be famous in its literature, the sciences, the arts or in government. True democracy gives its high honors sparingly. It is something that the School has given to the country 2,000 and more good citizens in the humbler walks of life, but in humble beginnings is often found the greatest incentive to success, and I believe the hope is ever present in the hearts of the board of managers of the School that in the sifting of the seed through their hands there will some time appear the grain of promise which will make their labors glorious.

The foundation of The Farm School a hundred years ago was an expression of the conscience of Boston towards its orphan children. It has been continued, and it is the expression of that conscience today. The Farm School has succeeded because its board of managers have always been among the keepers of the conscience of Boston, men who have been representative of all that is best in the business, the social and the philanthropic life of the city. If there is one thing more than another that the alumni of the School expect me to do as their representative on this occasion, it is to voice their gratitude to that noble body of men who have conserved the interests of The Farm School in the past and are so devotedly doing so now. The annual reports of The

Farm and Trades School show a constant struggle against an ever increasing indebtedness. Between the lines one may read the countless occasions pressing when necessities must be met, and the personal sacrifice often needed from the board of managers to meet them. Realizing this, the alumni of the School have put their pennies together on this anniversary occasion and raised $1,000 for the general purposes of the School.

The conscience of Boston should do more for its oldest and best charitable institutions. There is here none of that expensive administrative machinery which strips from the gift or the bequest the greater part of its power. Every dollar given does an honest dollar's worth of good. The board of managers consider themselves almoners only of a sacred trust. They hold themselves ready to show the benefactors of the School the good their benefactions are doing, and they believe that they will come away from their visit to the beautiful island home of the School with an unwonted glow in their hearts, and the feeling that this is one institution that is not only doing good but is making good.

In its superintendent and instructors, the school has been particularly fortunate, as their long terms of service testify. There are presumably few graduates now living whose recollections go back to the period of Mr. Morrison. The hundreds of older graduates remember the superintendent of their times with warm affection. They recall his devotion to the school and its interests, his many kindnesses and care for his boys, as he fondly called them, as things never to be forgotten, and bless the memory of William Appleton Morse, superintendent for thirty-two years, as they believe that God has blessed him. This I am sure is also the way the hundreds of graduates for the past twenty-six years feel towards Superintendent Charles H. Bradley, the present king of Thompson's Island.

When the older graduates visit the School they find many changes, all of them for the better, all of them for the greater happiness, the greater comfort and improvement of the boys now in the School, and there is no reason why they should not be even better men and more useful citizens of this great Republic than those who have passed out from the School before them. The cardinal virtues taught at the

School, as I understand it, are obedience, fidelity, individual character and industry. Possessed of these, there is nothing which may not be obtained in life. Genius is only the capacity for patient labor. Character is credit, and credit is capital at any bank. Fidelity is the sum of other virtues, and before you can command others you must learn to be obedient yourself. To these should be added something of the saving grace of a New England conscience. Mine came to me in the form of one of the wisest and best of men, bearing a name illustrious in the annals of New England, and who added lustre to it as a scholar, an educator, a philanthropist, and bore throughout a long and useful life the white flower of a Christian gentleman and died in peace and honor. He opened the door for opportunity in my life work, and if I have accomplished anything, it has been because it would please him. If I ever refrained from doing anything which I should not do, it was because I felt it would be displeasing to him. He was for a long time a member of the board of managers of the School, and so it seems appropriate to pay this tribute to the memory of Dr. Samuel Eliot, one of the keepers of the conscience of New England.

From the alumni to the alumni and to the boys now at the School I would say one word. Always keep alive the spark of interest in the School, whatever your fortunes in life may be. You may travel far and into many strange lands, but nowhere will you see a more beautiful sight than, when the lengthening shadows fall on Thompson's Island, you see the sun resting like a golden crown over the fair city of Boston. Drink in this beautiful sight while you may. Fill your mind and soul with the brilliant coloring of the great master painter. God gave this privilege to you when he gave you the privilege of being a Farm School boy.

ADDRESS

Mr. Charles H. Bradley, Superintendent.

I want first of all to express my appreciation for the presence here on our birthday of so many of the intimate friends of the School,– to those who are connected by family relations or by associations with the very beginnings of our institution; for the presence of the descendants and relatives of the early superintendents,– I refer, Mr Evans, particularly to the daughter and granddaughter of Mr. Morrison; to the venerable masters and former teachers and instructors who have contributed in the past so much of themselves, and whose good influence still remains with us; for the presence of graduates advanced in years to the very youngest who have come to show their interest and do honor to their Alma Mater, and to the community in general, for throughout all the years it has been the interest and co-operation of the community with the managers, with the alumni, and with the School itself, that has made possible whatever success has been obtained.

I can almost feel this is one of those early annual occasions when thoughtful men and women and those most interested in the community's welfare met with this church or one of its sister churches to show sympathy and interest and give loyal support to this same School.

The early history of the School, with its intimate relations with the early history of the Country, and the development of both, is so fascinating that it is difficult to pass that time by and come down to more recent dates, or to the last quarter century, and speak of the School and its work as I have known it, and the things which you probably expect me to speak about. We have first the boys, without whom we should have no occasion for meeting here, but for whom there has been many years of earnest thought and hard work, mingled with much sure and abundant reward. Some perhaps might say that the managers had builded wiser than they knew, but I give all credit to a board of gentlemen who were as wise as the founders of our government, who were the broad minded and generous people of their day, and whose successors have continued to be such to the present moment, men who have had the best interest and the welfare of the community at heart, and who,

having decided upon a policy, have had the courage to adhere to it. To go back a little to the time when the two schools were united at Thompson's Island. I read from article two of the general rules of managers:

"The superintendent shall employ in the work of the farm as many of the pupils as are of suitable age and can be employed to advantage, it being one of the objects of the institution to instruct boys in farming, horticulture, and other manual labor which will give them habits of industry and fit them for active life."

Again we read elsewhere:

"School is kept both morning and afternoon for about six hours daily, in which are taught the elements of useful knowledge, reading, writing, arithmetic, geography and grammar. During the evenings especially in the winter months, instruction is also given in the first principles of agriculture, horticulture and botany, the different kinds of soil, the most important processes of cultivation. The names, the uses and the distinctive qualities of seeds, plants and trees are explained and illustrated."

This was eighty years ago but it sounds quite modern.

A quarter of a century ago, or, to be exact, twenty-six years ago, when I became fascinated with The Farm and Trades School and its unique location, its work and its possibilities, the School had too little company in the work it was doing. We were practically alone in the teaching of agriculture and some of the manual arts, and in the division of time for mental work and shop practice, the very things which are nowadays receiving so much earnest support. Our school was the first in this country to introduce sloyd, which is really the A B C in all manual instruction, the teaching of which is now to be found in nearly every city and large town. The band, Cottage Row, the boys government, with its departments, the bank, the trading company, the monthly paper, meteorology, and the mechanical instruction which has from time to time been introduced, all contribute to the one purpose of helping the lad to find himself, to bring out the best that is in him, to fit him for productive and effective citizenship.

After all, the proof of the pudding is in the eating, and the proof of the wisdom of the early founders, their keen foresight, and the effectiveness of the instruction which was so carefully thought out at the begin-

ning and has so faithfully been adhered to, yet keeping in close touch with successful educational advancement, is shown by the success of our alumni. The living up to their early instruction, the things which they learned at the School, and to the principles of loyalty, have been a helpful and sustaining power wherever our boys have been found. Whether in the early Mexican war, when one in an affectionate letter says that his lonely hours and those of his companions were made the pleasanter by his gathering of the wild flowers of the country, a knowledge of which and whose beauty he had learned to appreciate at The Farm School, or whether in the Civil War, with the Iron Brigade, or as drummer boy or other musician with his former instructor, or in whatever position, he was found to be upon the side of the right and cheering others. Or in the Spanish war, in the Philippines or in Cuba, he has ever been ready to respond to the call of duty, as was the custom at his island home to respond with assistance in launching a boat in the middle of the night, or to perform other duties at unusual hours. Or whether he is one of the musicians of our city's famous orchestra, stranded in a blizzard and far from a western town. He it was who had seen and met difficulties before and was ready to give encouragement to the faint-hearted and lead the way through difficulties which to others seemed mountainous.

It is the early training in self-reliance and independence, the good habits and the regular life lived, that has stored up determination and both mental and bodily resourcefulness, that has carried many of our graduates through times and places where others would have failed. Only yesterday we received a letter from one of our men, who has been leading for some time an advance surveying party in the mountains of the great Northwest, who is this very afternoon, in the pursuit of his calling, starting down the Pacific Coast, to the Andes of South America. I can see him, strong, erect, manly, with habits ready to endure hardship. We might be more personal and speak with pride of one who is doing signal work, the gentleman who has addressed you this afternoon, and of many graduates who are our daily associates, dependable men filling all classes of positions, men who have learned not only to care properly for themselves but are leading and helping others and the community at large.

Such are the results of guidance by wise, generous managers and the liberal support and co-operation which the community has always given them. The pioneer work accredited to us has been made possible by the continuity of management and by team play on the part of all interested. We have not been hampered by a change of boards or by changes of administration, or by interference of any nature or sort whatever. Methods have been thoroughly discussed, and affairs decided upon, carried through without question. We are a community by ourselves, with all that that implies, and yet in so close touch with the greater community, and there has been such confidence each in the other and such sympathy, support and co-operation, that the emerging from the smaller into the larger, when the time comes for the pupil to leave the School, is done with ease. Our aim and our purpose today is the same as a century ago, starting boys for a broad education with the rudiments of some trade, and probably the one which they are likely to follow. They are taught to do real things in a natural way, the things which are to be done in after life. They are taught obedience, respect for their superiors and the rights of others, to be honest, to be loyal, in fact to be good citizens. And right here let me give credit, full and plenty, for the seeming success of these later years, to the loyal instructors and teachers, they who have been in daily association with the pupils, not forgetting my devoted and capable life partner.

As we start on a second century of usefulness, I see no lessening of the importance of our work, and even greater community sympathy, co-operation and support is manifest, and the possibilities of the School are even greater than ever. Is there any better way to teach the youth when developing character than to train the mind and the hand at the same time? Hasn't this recently been recognized by the union of Harvard College with the Institute of Technology? The classical and the sloyd have united to give the man an opportunity to learn how he can live best and what he can best do. Isn't it true that the great university just across the river and the humble but effective school on Thompson's Island are coming nearer and nearer together, and are they not both working for the same end, the development of right citizenship, and for the good of the whole community?

HYMN

Awake, my Soul, Stretch every Nerve.

Awake, my soul, stretch every nerve,
And press with vigor on;
A heavenly race demands thy zeal,
And an immortal crown.

A cloud of witnesses around
Hold thee in full survey;
Forget the steps already trod,
And onward urge thy way.

'Tis God's all-animating voice
That calls thee from on high;
'Tis His own hand presents the prize
To thine uplifted eye.

Then awake, my soul, stretch every nerve,
And press with vigor on;
A heavenly race demands thy zeal,
And an immortal crown.

BENEDICTION

BISHOP LAWRENCE

The blessing of God, Almighty Father, the Son and the Holy Ghost, rest upon us now and evermore, Amen.

HISTORICAL DATA

1621, September 19. Thompson's Island first discovered and explored by Capt. Myles Standish and his party and named "The Island of Trevore," after one of the party.

1626. David Thompson took possession of Thompson's Island and built the first house in Boston Harbor.

1634. The General Court of Massachusetts Bay Colony granted Thompson's Island to the inhabitants of Dorchester on condition that they pay a yearly rent of twelve pence to the Treasurer. (The island was probably not inhabited at that time.) The money collected from Thompson's Island helped to support the first free public school in America.

1650, October 15. The General Court confirmed the title of John Thompson to the island, and Dorchester was obliged to pay the costs. Dorchester lost possession of the island, although she continued to have jurisdiction over it until 1834, when it was annexed to the City of Boston to be used as a Farm School.

1814, January 27. The associates of the "Boston Asylum for Boys" met at the Hall of the Massachussetts Bank to draft rules and choose a committee to petition the Legislature for an act of incorporation.

1814, February 24. Act of incorporation passed by the Legislature.

1814, March 21. Meeting to elect officers and perfect the organization.

1814–1820. First home of the School on the corner of Cambridge and Lynde Streets.

1820. Purchase of the former residence of the Colonial Governor, Sir William Phipps, on the corner of Salem and Charter Streets, to which the School moved.

1825, November 10. Fire in Court Street which burned most of the School records.

1832. Purchase of Thompson's Island by the proprietors of the Farm School.

1833, March 10. An act of incorporation obtained under the name, "Proprietors of the Boston Farm School."

HISTORICAL DATA

1833, April 8, Easter Monday. Mr Wells, with Mr. Cook and three boys, his wards, made their first visit to the Island; held prayers in the farm house, and planted a mulberry tree and some potatoes.

1833, June 6. Establishment of the Boston Farm School on Thompson's Island.

1834, April 17. Meeting of the Managers of the Boston Asylum for Indigent Boys to consider the union with the Boston Farm School.

1835, March 5. Petition to Legislature granted, uniting the two schools—"The Boston Asylum for Indigent Boys" and "The Boston Farm School."

1835, March 25. First meeting of the corporation of the Boston Asylum and Farm School for Indigent Boys.

1835, June 9. Removal of the Boston Asylum for Indigent Boys to Thompson's Island.

1857. Organization of the Band.

1881. Erection of a new brick building for mechanical school work.

1888. Beginning of Cottage Row.

1889. Regular part time school and part time work established.

1889. Farm School bank started.

1891. Introduction of Sloyd.

1897, April. Forming of Alumni Association.

1897, May. First *Beacon* printed.

1900. Farm School Trading Company organized.

1901. A fixed course in Agriculture for the elementary grades introduced.

1905, October. Introduction of meteorology.

1907, June 10. Name changed to "The Farm and Trades School."

1909. Power House completed with additional rooms for mechanical instruction.

FROM BOSTON GLOBE MARCH 24, 1914.

PRES. A. LAWRENCE LOWELL of Harvard
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BISHOP WILLIAM LAWRENCE
CHARLES EVANS of Chicago.
Photo. by Chickering.
CHAS. P. CURTIS.
Photo by J.E. Purdy & Co
SUPT. CHAS. H. BRADLEY
Photo. by Chickering.

FROM BOSTON GLOBE, MARCH 24, 1914.

CENTENNIAL OF FARM AND TRADES SCHOOL

Bishop Lawrence and Pres. Lowell Laud Work of a Century.

Supt. Bradley Declares Success of Graduates Proves Wisdom of the Founders.

Pupils, graduates and friends of The Farm and Trades School on Thompson's Island to the number of 1000 met in the Old South Church yesterday afternoon to commemorate its beginning 100 years ago. The speakers were Bishop William Lawrence, Pres. A. Lawrence Lowell of Harvard University, Charles Evans of Chicago, representing the Alumni Association, and Charles H. Bradley, the superintendent. Charles P. Curtis, Vice-President of the board of managers, presided.

After landing at City Point the boys of the School were taken to the church in special cars. They occupied the north gallery, and their neat appearance and gentlemanly behavior was the cause of favorable comment.

The lads heard warm praise accorded the founders of their School for its splendid purpose, which is the same today as it was in 1814. They were told that their Island, lying "between the horizon and a great city," was an ideal site for training for citizenship. They listened to hearty tributes paid to their superintendent, instructors and other officials.

FROM BEACON OF JULY 1914.

The three events which the managers decided should be the important occasions in the observance of the one hundredth anniversary of the School have taken place.

The first, the formal, dignified and impressive meeting which was held in the Old South Church, corner of Boylston and Dartmouth Streets, on Saturday afternoon, March 21, was all that the friends of the School had looked forward to. The size and quality of the audience, the order of the exercises and of those who took part, that which they said and the music testified strongly as to the character of the School and the esteem and regard which the community has for it. We were all very proud of this occasion.

The next, June second, which was to be known as Exhibition Day, was also a very pleasant and gratifying occasion. It gave to our contributors and other friends of the School an opportunity to see at first hand the actual working methods employed here. It was in no sense a holiday with us, but every department was in pursuance of its daily routine of school, work, and play. We were privileged to have here on that day the largest number of persons, probably, that ever visited the Island at one time, not excepting any of the festal occasions held by the Indians prior to to the ownership of the Island by David Thompson.

It was a day marked by interest. So pleasantly and quickly did the time pass that visitors, boys, and all regretted what seemed to be an early departure of the special boat.

June seventeenth, Alumni Day, the last of the three days, was equally as successful as the other two, for it gave the graduates of the School the opportunity for showing their love and affection for their Alma Mater in their own way, in their old home, with the freedom and frankness of a great family. The happy, good feeling, interest, loyalty and generosity shown on that day were gratifying to all and especially to the Managers and those of us here at the School. It was an occasion which will long be remembered by those who had the pleasure of participation.